CPO Course D45603 (old D45393)
Chapter 5: Communication and Unit Training

MRN EPQ Objective: T-7.03 Evaluate a Petty Officer training session and provide feedback in accordance with CG Training Pamphlet (Old E7 course - D45393 Ch 5 of new course- D45603).

Introduction

As a future Chief Petty Officer, you must be able to communicate you ideas, plans, and objectives effectively up and down your chain of command. Your superiors, workers, and co-workers need to understand the information you are trying to convey. *Communication, or rather the breakdown of effective communication, is often identified as the most serious problem in many commands.* The purpose of this chapter is to provide you an overview on how to develop and maintain effective channels of communication.

Definition of Formal Communication

Formal communication is defined as the line of communication used to transmit and receive information within the normal lines of authority and responsibility. In other words, formal communication is the official communication within the chain of command.

Definition of Informal Communication

Informal communication is defined as a communication method over which rumors or other information and unofficial communication takes place.

Chapter Outline

Section	Topic	Page
A	Effective Writing	5-3
B	Effective Listening	5-15
C	Effective Speaking	5-19
D	Briefings	5-25
E	Unit Training	5-35
F	Media and Instructional Aids	5-65

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Section A
Effective Writing

Introduction

As a writer you must ensure your message is easy to read, understand, and includes all the points you want to cover. Readers form opinions about you by reading something you have written. If your writing is totally confusing, the reader might assume that you are unorganized and unable to assume assignments of increased responsibility. Obviously, this last statement is not always true. But your reader may not have anything else on which to base a personal judgment of you.

Writer Guidelines

Follow these writing guidelines whenever possible:

- Discuss a project with the reviewer before you start it. Plan it together and learn what points must be stressed
- Write a draft
- Keep in mind your reader's knowledge and interest
- Do your homework and anticipate questions
- Revise ruthlessly
- Be clear and accurate
- Try to find fault with your work
- Try to see the reviewer's changes from his or her viewpoint

Continued on next page

Effective Writing (cont'd)

Reviewer Guidelines

As a reviewer you must ensure your writers know what you want. By following these basic guidelines you can prevent a lot of confusion and frustration:

- Discuss a project with the writer before he or she starts it. Plan it together.
- If you're in a position between the boss and the writer, know what the boss wants.
- Don't make the writer parrot your pet expressions. You can keep a subordinate from developing a natural style.
- Whenever possible, suggest changes and let the writer make them.
- Give reasons for major changes.
- *Avoid making changes just to feel you've left your mark.* Tinker only to prevent real damage.

Passive Writing

Sentences written passively are wordy and roundabout. They reverse the natural, active order of English sentences. In the passive example below, notice how the receiver of the verb's action comes before the verb and the doer comes after:

Active: The skipper inspected the ship.
(doer) (verb) (receiver)

Passive: The ship was inspected by the skipper.
(receiver) (verb) (doer)

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Effective Writing (cont'd)

Passive Writing Examples

Besides lengthening and twisting sentences, passive verbs often muddy them. Whereas active sentences must have doers, passive ones are complete without them.

Examples:

- "Nominations must be approved beforehand." becomes "Supervisors must approve nominations beforehand."
- "Plans are being made." becomes "We are making plans."
- "You will be notified." becomes "I will notify you."

How to Spot Passive Verbs

To spot passive verbs, look for any form of *to be* plus a main verb ending usually in - *en* or *-ed*). Forms of *to be*: *is, are, was, were, am, be, being, been*. Passive verbs look like these: *was inspected, has been left, is being anchored, may be chosen.*

Acceptable Passive Writing

You may write passively when you have no reason to say who does the action. This situation may occur if the doer is unknown, unimportant, obvious, or better left unsaid:

- Doer obvious: *Presidents are elected every four years.*
- Doer perhaps unimportant: *The parts have been shipped.*

When in doubt write actively, even though the doer might seem obvious or unimportant.

Keep Writing Compact

Keep your writing compact. Suspect wordiness in everything you write. Quarrel with the need for every paragraph, sentence, and word. The longer you take to say things, the more blurred your ideas become. When you can, let your writing rest for a day and then rewrite it. Here are nine common sources of wordiness that are easy to spot and easy to fix.

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Effective Writing (cont'd)

Avoid Word Doubling

Avoid pairs of words with similar meaning. They add needless bulk to writing and should be avoided.

Examples:

- "The importance and significance of this job cannot be over stressed" Drop significance.
- "I cannot express my gratitude and thanks enough" Drop gratitude.

"It is"

No two words hurt writing more than the innocent-looking *it is*. They stretch sentences, delay your point, encourage passive verbs, and hide responsibility. Unless it refers to something mentioned earlier, write around it is.

Examples:

- "It is necessary that you revise ruthlessly" becomes "You need to revise ruthlessly."
- "It is realized" becomes the straightforward "we realize" or "I realize."

Spare only natural expressions like "it is time to...."

There Are and There Is

Less common, but no less wordy, are the cousins of it is, *there are and there is*. You can avoid most of these weak beginnings with just a little rewriting.

Examples:

- "There are two alternatives mentioned in the report" becomes "The report mentions two alternatives."
- "There is a helicopter pad on the ship." becomes "The helicopter pad is on the ship."

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Effective Writing (cont'd)

Legal Sounding Words

Avoid legal-sounding language such as: *therein, herewith, and the undersigned*. Try *there, here, and I*. Such language doesn't give writing added authority.

Smothered Verbs

Weak writing relies on general verbs, which take extra words to complete their meaning. When you write a general verb like i*s, give, hold, and have,* see if a nearby word will make a more specific verb. Here is an example of some smothered verbs:

- "The committee members held a meeting (met) to give consideration to (consider) the plan. They made the decision (decided) to give their approval to (approve) it."
- Rewritten-"The committee members met to consider the plan and decided to approve it."

Make use of specific verbs and avoid diluting the action words in your sentences.

"That and Which"

Look for *that* and *which* to cut from your writing. These words generally don't help the meaning flow better. Sometimes you can just drop either word or rewrite slightly:

- "We believe that the changes will help." becomes"We believe the changes will help."
- "a system which is reliable" becomes"a reliable system."

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Effective Writing (cont'd)

Words Ending in -ion

Shorten the number of words ending in -ion whenever the context permits. Words ending in *-ion* are verbs turned into nouns. Your writing will become shorter and livelier when it favors verbs over nouns.

Examples:

- "I recommend the adoption of the plan" becomes "I recommend adopting the plan."

- "We want the participation of the command" becomes "We want the command to participate."

Wordy Expressions

Wordy expressions don't give writing impressive bulk; they get in the way of the words that carry the meaning. Verbs and nouns do the real work; long linking phrases don't deserve the attention they receive. In parentheses are the simpler forms of four common words expressions:

- in order to (to)
- for the purpose of (to)
- in the near future (soon)
- in the event that (if)

These wordy expressions and others appear in the list of SIMPLER WORDS AND PHRASES.

Continued on next page

Effective Writing (cont'd)

Specialized Terms

You should avoid the overuse of specialized terms with outsiders, and use them no more than necessary with insiders. Spelling out special terms allows people to read easier without having to pause and decode your shorthand. Follow these two rules if possible:

- Spell out uncommon abbreviations and acronyms the first time they appear.
- If abbreviations and acronyms appear only twice spell them out both times.

Note: Spelling out a strange abbreviation may not help much. Most civilians aren't any closer to understanding the UCMJ by knowing it means Uniform Code Of Military Justice. As with everything you write, avoid using terms others don't understand by reviewing everything as though you were the reader.

To the Point Writing

Most of us write the way we think, by leading up to our conclusions. From a reader's perspective, it is the clue-by-clue pattern of mystery stories. A more helpful pattern is that of newspaper articles, which open with the most important information and taper off to the least important.

Open With Your Main Point

Whenever you can, start with the one sentence you'd keep if you could keep only one. This sentence is your main point. Follow these rules:

- Give commands before reasons
- Requests before justifications
- Answers before explanations
- Conclusions before details

Readers need to know your main point early so they can appreciate the relevance of whatever else you say.

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Effective Writing (cont'd)

When More Than One Point Exist

Occasionally, as in a set of instructions or in a reply to various questions, all your points may be equally important. In this case start with a sentence that tells your readers what to expect: "These are the training quotas for FY 94." If no single sentence stands out, you may need to create one to keep from wandering aimlessly.

When to Delay Your Main Point

Delay your main point to soften bad news, or to introduce a controversial proposal. But don't delay routinely. Readers, like listeners, are put off by people who take forever to get to the point. In most cases, plunge right in.

Write as if You Were Speaking

To avoid a bloated style, make your writing more like speaking. Readers "hear" writing; the most readable writing sounds like people talking to people.

Imagine Your Reader

Begin writing by imagining your reader is in front of you. If you're writing to many different people, picture one typical reader. Then write using the following techniques.

Read What You've Written Aloud

Once you've written a draft, read it aloud. If you wouldn't say it in person, don't say it in writing. Take the time to revise. For most of us, good writing really means good rewriting. It's worth the effort. A Coast Guard letter is read by many people as it goes up for signature in one activity and down for action in another. Help the many who must read your writing. If you don't sweat, your readers will.

Use Plain Words

Go out of your way to use small words. Issue directives, don't promulgate them. Start things, don't initiate them. Readers may know utilize means use and optimum means best, but why force them to translate? You sell yourself in your writing. Come across as a sensible person, someone who knows good English is plain English.

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Effective Writing (cont'd)

Use Personal Pronouns

When speaking for your activity, as in a letter signed "by direction," use *we, us, and our*. When speaking for yourself use *I, me,* and *my*. In either situation, bring readers into the writing by using *you* and *your*. Most readers know who wrote a letter, and if any doubt exists, pronouns clear it up.

Research has confirmed personal pronouns improve readability.

Overuse of Personal Pronouns

Overuse of personal pronouns is just as bad as not using them at all. Too much of *we* and *you* can obscure the subject, and no amount of them can overcome confused thinking.

Objection to use of Personal Pronouns

Some military members think personal pronouns hurt objectivity and encourage chumminess. A chummy style has no place in our writing, but neither does an untouched-by-human-hands style. Both extremes prevent effective writing.

Use Contractions

Contractions link pronouns with verbs (we'd, I'll, you're) and make verbs negative (don't, can't, won't). The second kind keeps readers from skipping over *not*, a special advantage with instructions.

Contractions are appropriate in less formal writing situations such as this pamphlet. Yet even when your final product will be very formal, you can still use contractions in drafts to help you write naturally.

If you're comfortable with contractions, your writing is usually easier to read. And because the language is clear, you can fill in holes or deflate your writing easier.

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Effective Writing (cont'd)

Use Short Transitions

Shorter transitions help set a natural tone for what you say. You can use longer transitions, but save them for variety. And, yes, you can start sentences with words like *but, so, yet, and.*

Examples of common transitions:

Use	Instead of
• also	in addition
• still	nevertheless
• so	consequently or therefore.

Ask Questions

Reach out to your readers by asking questions. A request gains emphasis when it ends with a question mark. In a long report, a question can be a welcome change. One is hidden in the next sentence: "Request that this command be notified as to whether the conference has been rescheduled." Written as a question, the sentence is short and direct: "Has the conference been rescheduled?"

Keep Sentences Short

Short sentences don't guarantee clarity. They're usually less confusing than long ones. Now you needn't count every word, but your sentences should average twenty words or less. For variety mix long and short sentences. When in doubt try these two tests:

- Eye test: Average sentence is less than two typed lines.

- Ear test: Read your writing aloud and break up any sentence you can't finish in one breath.

Ending Your Writing

To end most letters, just stop. When writing to persuade rather than just to inform, you may want to end strongly with a forecast, appeal, or implication. If feelings are involved, you may want to exit gracefully with an expression of good will. When in doubt, offer your help or the name of a contact.

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Effective Writing (cont'd)

Write Direct Instructions

Instructions deserve special attention because we write so many of them, often with so many passives. When describing how to do something, talk directly to your readers by leading with verbs. Imagine someone has just walked up to you and asked what to do.

Examples:

- "All safes will be checked." becomes "Check all safes."
- "Each dial must be spun." becomes "Spin each dial."

Instruction Writing Tips

To improve instructions, apply these techniques:

- State rules before exceptions
- Stress important points
- Choose exact words
- Say who does what
- Give examples for difficult ideas
- Divide processes into small steps
- Use heading, subparagraphs, parallel lists
- Answer likely questions
- Test your material
- Rewrite to avoid ambiguity

Summary

You will communicate with many people in the administrative worlds of both the civilian and the Coast Guard communities you serve. To do this effectively, you must be able to understand each other. If you don't, your job will become more difficult.

Learn to use writing tools to the best of your ability.

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Section B
Effective Listening

Introduction

When we think of communication, we generally think of speaking and writing. Of the total time we spend communicating, about 45 percent is spent listening. Therefore, the skill of listening is essential to you; however, it is one of the most neglected skills.

Learn to Listen

At this point, you may be asking yourself, what can I do to be a better listener? The answer to this question is to form good listening habits. *The skill of effective listening is not a gift; it is acquired through hard work.* You can become a better listener by practicing the following guidelines whenever you have the opportunity.

Get Ready to Listen

Listening requires physical preparation. You should be:

- Comfortable before the conversation begins
- Prepare to listen to the speaker (sender) by mentally "tuning out" distractors, such as noise or minor physical discomforts
- Physically relaxed and mentally alert

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Effective Listening (cont'd)

Take the Responsibility to Comprehend

The responsibility to comprehend is important to both the listener and the speaker. Neither will get the full benefit of any communication until each one learns the successful listening-learning situation demands something of them both. Good speakers uses examples to support ideas or important points. In turn, good listeners increase their comprehension by looking for similar examples within their own experiences and apply these points made by the speaker to themselves.

Listen to Understand Rather than Refute

Refuting is proving a person to be wrong or in error. Sometimes we tend to be too critical of other people's ideas. Critical listening is not achieved by criticizing the speaker's thoughts before he/she has finished. Without honestly giving a speaker a chance to get his/her message across, you cannot understand enough of the message to intelligently evaluate the speaker's ideas. A good listener:

- Listens and waits
- Tries to understand first and evaluate second

Ideas may deserve to be questioned and tested, but the testing should be done only after a person has stated his/her ideas or finished what he/she has to say.

Control Your Emotions

Everyone has experienced emotional blocks upon hearing certain words. If you want to profit from your listening experiences, you should make a list of the words that stir you emotionally. By identifying and understanding them as blocks to communication, you can force yourself to react to the speaker's ideas rather than to his vocabulary.

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Effective Listening (cont'd)

Habits to Avoid

You should avoid the following bad listening habits:

- Labeling a subject as uninteresting
- Criticizing the speaker's ability
- Listening only for facts
- Trying to mentally outline everything being said
- Faking attention to the speaker
- Tolerating or creating distractions
- Avoiding difficult subjects
- Allowing emotion laden words to put you out of tune with the speaker
- Hanging on a particular point and ignoring the rest of what is being said
- Wasting the differential between speech speed and thought speed

Good Listening Habits

The following are some good listening habits:

- Conclude that something can be learned and used from any subject
- Listen for the main ideas and try to relate other ideas already known
- Be an effective note taker (trying to write everything spoken will only lead to frustration)
- Put an effort into listening
- Be sure you can hear what is being said
- Ask questions to clear up any misunderstandings
- Get the message; forget the method of delivery
- Get complete information before passing judgement
- Don't let unfamiliar words distract you

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Section C
Effective Speaking Skills

Introduction

Effective speaking requires you to be able to present subjects clearly and concisely to individuals and groups. This section explains the various skills needed to be an effective speaker.

Objectives

- List the eight traits of a good speaker
- State the importance of good eye contact
- State the importance of proper enunciation

Good Speaker Traits

A good speaker has the following traits:

- Good posture
- Good voice control
- Uses proper enunciation
- Uses proper rate of speech for the situation
- Makes good eye contact
- Knowledgeable and up-to-date on the subject
- Poised and self-confident when speaking
- Natural in delivery style

Controlling Your Voice

The clarity, sound, and rate of speech for most people change when they are nervous. Be aware of these and try to control them whenever possible using the following helpful tips.

Continued on next page

Voice Interaction

Variation in rate, pitch, loudness, and quality of the voice can give different meanings to any simple sentence.

You may say at a presentation, "That small boat crew really knew what they were doing." However, your tone of voice could be sarcastically implying the boat crew didn't know what they were doing.

Whenever you speak, be conscious of how you say something.

Voice Level

Your voice must project appropriately so everyone can hear you comfortably. Improper voice level is a result of:

- Improper breathing.
- Fear
- Excitement

Don't be afraid to ask people if they can hear you.

Rate of Speech

When we become nervous, such as during a presentation, our rate of speech normally increases. If you speak too rapidly, people will miss the points you are trying to make; you are giving them too much information to absorb at one time. Try to follow these rules whenever possible:

- Breath normally
- Move your upper and lower body slightly to remove tension
- If you stumble over your words, slow down
- Pause after you complete each sentence
- When giving technical presentations speak slower

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Effective Speaking Skills (cont'd)

Use Proper Enunciation

Enunciation is how well you pronounce words and how clearly your diction comes across to other people.

- If you talk rapidly, words can become jumbled
- If you talk quietly, words can be missed
- Use words you know how to pronounce

The important point is to be certain your listeners clearly understand each word you are saying.

Make Sure Your Ideas are Clear

When you speak your words are ideas that are transmitted to the listener. As ideas, they cause a different response from everyone in your audience if they are not specific.

Example:
What comes to mind when you see the words "Coast Guard Cutter?"

You may be thinking of a 378 WHEC, while the next person reading this course may be thinking of a 110 WPB or some other type of cutter.

What this example shows is you should take into consideration how the receiver will interpret your words. Consequently, the use of technical jargon, acronyms, or professional language that is not within the experiences of the receiver or have no meaning to the receiver must be avoided.

Your presentation cannot be effective unless your listeners understand the meaning of your words.

Continued on next page

Effective Speaking Skills (cont'd)

Eye Contact Guidelines

The eyes are very important in the communication process because they open the door of nonverbal communication between people. *Regardless of audience size, eye contact is the single most important aspect of personalizing the presentation.* Guidelines:

- Make eye contact for 1-3 seconds when you look at someone
- Don't dart your eyes around the room
- If you are addressing a large group, focus on different people around the room. People sitting in that general area will feel as if you are addressing them.
- Try to make every person feel you are talking to him or her
- Don't stare at one area

Nonverbal Gesture Do's and Don'ts

Nonverbal gestures, such as talking with your hands, create body language. When used properly, nonverbal gestures can enforce what you are saying. When used in excess, nonverbal gestures can distract.

Do's:

- Use your hands to illustrate and intensify your points
- Use your hands just the way you would in normal conversation
- If your have any distracting gestures, be aware of them and try to avoid using them (i.e. wringing your hands nervously)
- Use your whole body to illustrate a point if necessary

Don'ts:

- Don't keep your arms crossed
- Don't keep your hands in your pocket
- Don't keep your hands behind your back

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Effective Speaking Skills (cont'd)

Go in with the Proper Attitude

Would you want to attend a briefing if the speaker acted as if he or she didn't want to be there? Whenever giving any presentation you must show your audience that you want to be there and that you believe in what you are saying.

- Be positive at all times
- Let your enthusiasm show
- Be sincere and convey the importance of the information you are giving
- Don't act as if you're doing it because you have to

Appearance

Distractions	Improvements
• Untidy uniform • Unkept grooming • Dirty and unpolished brass • Unmilitary-posture • Slouching • Hunched • Hands in pockets	• Neat and well-groomed • Uniform clean and brass polished • Posture straight.

Voice

Distractions	Improvements
• Raspy • Shrill • Noticeably weak • Lacking confidence • Monotone	• Normal tone and pitch • Proper volume • Inflection

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Effective Speaking Skills (cont'd)

Speech

Distractions	Improvements
• Deficient grammar and vocabulary • Poor articulation	• Speak clearly • Uses appropriate words free from

Mannerisms

Distractions	Improvements
• Gestures - stilted - meaningless - excessive	• Gestures - natural - meaningful - appropriate - decisive
• Eyes--stare at - floor - ceiling - or fixed point -depends totally on notes or script	• Eyes maintains eye contact
• Movements - awkward or jerky - repetitious - meaningless - excessive	• Movements - natural - purposeful - not excessive

Section D
Briefings

Introduction

The military briefing is a specialized type of speech used to present selected information to the command, staff, or other designated audiences. It has become the accepted procedure from the highest to the lowest levels of the command. The technique you use is determined by the purpose of the briefing, the required response, and your role.

Three Virtues of a Briefing

Every good briefing has three virtues:

- Accuracy
- Brevity
- Clarity

Accuracy and clarity characterize all good speaking, but a briefing is distinguished by its brevity.

Analyze the Audience and Subject

Before any presentation, analyze the audience and subject to be discussed. Relevant and significant facts must be selected and organized effectively.

Continued on next page

Briefings

Pre-Briefing Planning Steps

The following prebriefing planning steps must be determined ahead of time:

Step	Factor	Detail
1	WHO gets the briefing?	• What is their official position? • What is their knowledge level of the subject?
2	What are you or your supervisor looking for?	• What does he/she want? • What do you want them to know? • What do they need to know?
3	When is the briefing due?	• How much research and prep time do you have?
4	Where is the briefing to be given?	• Where is the most favorable location?
5	Why is the briefing required?	• Why do I need to do it?
6	How should the briefing be presented?	• Written Report? • Lecture? • Discussion?

Note: Always try to get your briefing requirements in writing. You may have to write them yourself, but this will give you a clear direction and prevent any misunderstanding.

Preparing Your Briefing

Introduction

Preparing your presentation is the most crucial step. You must sort out fact from fiction, develop a knowledgeable understanding of the subject, and use the most relevant and unbiased information you have collected.

Preparation Steps

Your material should be arranged so the presentation will be in a logical sequence to give a clear and precise picture of the subject.

Step	Action	Factors
1	Get the pertinent facts	• Write and rewrite until the subject matter is reduced to bare essentials. • Use only reliable statistics.
2	Make an outline	• Simplify and omit extraneous material or material not referred to during the presentation. • Simplify a complex subject by breaking it down into logical parts • Deal with each part.
3	Reduce/amplify	• Select words that are both simple and descriptive, but at the same

		time precise.

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Preparing Your Briefing (cont'd)

Preparation Steps (cont)

Step	Action	Factors
4	Prepare visual aids	• Ref. Section H Visual Aids
5	Rehearse	• Use a friendly but critical audience. • Don't be overly SENSITIVE. • Accept the feedback.
6	Make final check	• Check--Materials, training aids, and physical arrangements.

Final Presentation Preparation

Your final presentation preparation is the very important. You should arrive early to check:

- Microphones/volume
- Handouts
- Spare bulbs for projection equipment
- All equipment one last time for loose connections, focus, etc.
- Room lighting
- Seating arrangements
- That the briefing room doors are unlocked, or have a key available

Research Your Presentation Subject

Your briefing preparation requires a great deal of research. The one thing you don't want to do is stop short in your research. Get the facts so you will have the information required to make an educated presentation.

Information and Situational Briefings

Information Briefings

An Information Briefing presents new material to the audience. It does NOT solicit an approval of recommended action. The desired response is comprehension and understanding. The organization of an Information Briefing may vary widely, depending on the subject and audience.

Situational Briefings

Situational Briefings are used in operational situations or when the mission is of a critical nature. This type of briefing provides individuals or smaller units with more data than found on the operational orders.

Information and Situational Briefing Steps

The following steps should be followed when delivering an Information or Situational Briefing:

Step	Action	Factors
1.	Greeting	• Use proper protocol
2.	Purpose	• Clearly state the purpose and scope.
3.	Procedure	• If the briefing is to follow an unusual sequence, the procedure should be stated.
4.	Classification	• State classification of the material if required

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Information and Situational Briefings (cont'd)

Information Briefing Steps (cont)

Step	Action	Factors
5.	Body	• Clear and concise. • Arrange main ideas so they are easy to follow and understand.
6. has	Close	• This should be a statement. • Solicitation of questions, and then state that the brief concluded.

Asking For Questions

If you open the floor to questions and don't have an answer to a question, don't bluff. Tell whoever asked the question you will find out the answer and get back to him/her.

Decision Briefing

Introduction

Decision briefings are used for most matters requiring command decisions on tactical or operational matters.

Decision Briefing Steps

The following steps should be followed when delivering a Decision Briefing:

Step	Action	Factors
1.	Greeting	• Address the person(s) being briefed, and then identify yourself.
2.	Purpose	• State the purpose.
3.	Procedure	• Explain the procedure, i.e., training aids, questions, and rules, etc.
4.	Coordination	• Indicate what has been done
5.	Classification	• State classification of the material if required

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Decision Briefing Steps (cont)

Step	Action	Factors
6.	Body • Facts	• Must be supported, relevant, and necessary.
	• Assumptions	• Valid, relevant, and necessary.
	• Discussion	• Analyze course of action. Plan for smooth transition.
	• Conclusion	• Degree of acceptance or the order of merit of each course of action.
	• Recommendation	• State action(s) you recommend. • Be specific.
7.	Close	• Ask for questions. Request a decision.

Staff Briefing

Introduction

As a middle manager you are often called upon to do detailed research on a subject in order to identify key problems. You may need to establish alternative solutions and provide recommendations based upon judgement, relevant facts and valid assumptions.

Staff Briefing Guidelines

Step	Action	Factors
1.	Greeting	• Address the person(s) being briefed, and then identify yourself.
2.	Purpose	• State the purpose.
	Procedure	• Explain the procedure, i.e., training aids, questions, and rules, etc.
3.	Coordination	• Indicate what has been done
4.	Classification	• State classification of the material if required

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Staff Briefing (cont'd)

Staff Briefing Guidelines (cont'd)

Step	Action	Factors
5.	Body	
	• Facts	• Must be supported, relevant, and necessary.
	• Assumption	• Valid, relevant, and necessary.
	• Discussion	• Analyze course of action. Plan for smooth transition.
	• Conclusion	• Degree of acceptance or the order of merit of each course of action.
	• Recommendation	• State action(s) you recommend. • Be specific.
6.	Close	• Ask for questions. Request a decision.

Comment

The staff briefing may include the characteristics of the information, situation, and decision briefing.

Section E
Unit Training

Introduction

This section was included to assist Coast Guard personnel who have limited experience in the preparation and presentation of training sessions. The guide was specifically developed for people who have been assigned to prepare and present training sessions to fellow crewmembers.

Objectives

After completing this chapter you will be able to:

- Identify the purpose of individual procedures used to determine training content.
- Identify the purpose of individual training activities conducted by an instructor during a training session.
- Identify the appropriate use of procedure and product strategies for assessing performance.
- Identify the purpose of using particular questioning techniques in a training session.

Section Content

Topic	Page
Determining Training Content	5-38
Preparing for a Training Session	5-46
Presenting a Training Session	5-59

Introduction (cont'd)

How to use this Guide

This guide is constructed for three levels of experience as noted in the following decision table:

If you	Then
have never prepared and presented a training session	read the entire guide and apply the guidelines to your project as you work through the guide
have used the guide before, but it has been some time	review the material and follow the checklists at the end of the sections
are familiar with the material in the guideaccording to the checklists at the end of the sections	prepare your training

Definitions

Before continuing, you need to be aware of certain concepts used in this guide. Below are definitions describing these concepts.

Training - An activity designed to provide an individual with essential job performance skills. Training is *specific* in its nature.

Education - A formal activity designed to increase or restructure knowledge. Education is *general* in its nature.

On-the-Job Training (OJT) - A training activity where an experienced person provides one-on-one, hands-on instruction to an inexperienced person. In the Coast Guard, this training is normally based on PQS, Small Boat Qual Checklists, Aircrew Syllabus, etc.

Unit Training - A training activity where a person must *prepare and present* instruction on a specific topic to a group of people in a more formal setting than On-the-Job training.

Continued on next page

Introduction (cont'd)

Guide's Focus

This guide's emphasis is on unit training as defined above. The intent is to help people prepare efficient and effective training and present that training in a manner that is beneficial to the people attending, the unit, and the Coast Guard.

Although On-the-Job training is probably the most important type of training in the Coast Guard, this guide does not discuss OJT in-depth. If you are concerned about providing OJT only, and have little time, review the section in this guide titled "Preparing for a Training Session."

Determining Training Content

Introduction

For your training to be considered successful, all people attending the training should be able to *perform* the specific tasks addressed during the session.

To get a person to a proficient level of performance, the training must present certain information - no more, no less. This information is found within the performance task(s) you are attempting to train.

This section tells you how to identify that particular information so that your training session will be successful.

Keep in mind that, as you read this section, your only concern is to identify the content of your training session, not how to train it.

Procedure for Determining Content

This section of the guide shows you how to determine the content for your training session, by using the following steps:

1- Identify the *objective* of the training.

2- Identify the *importance* of the training.

3- Identify the *major events* of the performance.

4- Identify *specific information* within the events.

Training Objective

When assigned to present a training session, mentally question what the training is to accomplish before doing anything.

Remember, for your training to be considered successful, at the conclusion all the students should be able to *perform* the specific tasks addressed during the session.

Continued on next page

Determining Training Content (cont'd)

Training Objective (cont'd)

The training objective is a statement describing the particular capabilities the students should have when the session is complete.

By writing this objective in a statement describing what the student will perform, under what conditions, and to what standard, you will have a definite goal to work towards. It also establishes a boundary to ensure you present only relevant, useful information during the training session.

Example of Determining Training Outcome

A certain small boat station has a helo landing facility. The training petty officer approached DC2 Rodgers and said, "We have had quite a turnover of crewmembers in the past few months and we need to be sure everyone can act as a member of the helo landing party. Can you put together some training and give it to the crew on the morning of the 10th?"

After agreeing to do so, Rodgers grabbed a tablet and went into the coffee mess. Sitting down to plan the session, he immediately started to randomly write out the classes of fire, types of extinguishing agents found on the station, information on rescuing personnel from aircraft, and on, and on … Soon he found himself becoming confused with the mass of information and not sure where he was headed.

He tore out everything he had written and sat back to ask himself, "What do I want them to be able to **do**?"

Sitting up he wrote one sentence that read, "Rescue helo crewmembers from a crashed aircraft."

Rodgers had written the training outcome for his session with seven words and now had focus on what he needed to train.

Continued on next page

Determining Training Content (cont'd)

Identifying Importance of Training

The importance of the training relates to the *value* of having people able to perform certain things.

This performance may be valued in the eyes of the Coast Guard as a whole, the unit itself, the people themselves, or any combination.

Documenting the importance of the training serves two purposes:

- It establishes importance to you
- It will be used to motivate students during the training

Example of Determining Training Importance

To see how he put his training session together, we will continue the scenario of DC2 Rodgers and his training of helo landing party members throughout the rest of this guide.

After stating the outcome of his training session (rescue helo crewmembers from a crashed aircraft), Rodgers found importance easy to determine: "Save lives!"

Rodgers didn't want to lose this focus, so he wrote a statement documenting the importance of his training.

Below is the importance statement he wrote.

"If station crewmembers could perform this task properly, lives of helo crewmembers would be saved."

Continued on next page

Determining Training Content (cont'd)

Identifying Major Events

People cannot learn by receiving a large, unorganized, illogical mass of information. During your training session, the people will learn best if the information is sectioned off by units that eventually tie together toward a final accomplishment (the training outcome).

When dealing with performance, the best means of dividing the information into sections is to list the major events of the performance. This is easily done by identifying the *actual* sequence of events a person or group would do to successfully accomplish the task you stated as the outcome.

By identifying this sequence of events, you are identifying what will become sections, or main points, of your training session.

NOTE: A concern here is that you keep mentally tuned to *actual* performance. People often run amuck with, "I think they need to know." Stay with what people actually do to get the task done.

Example of Identifying Major Events

Based on the statement, "Rescue helo crewmembers from a crashed aircraft," Rodgers listed major events he perceived as being required to perform that task. The list is shown below.

1- Respond to pipe "Helo landing, now man your stations."

2- Man equipment and stand by

3- In case of crash:

    a- Protect personnel from fire
    b- Control fire sufficiently to make rescue
    c- Get the people out
    d- Extinguish the fire

4- Secure upon command of supervisor

NOTE: Notice how Rodgers's first event reflects how people know when to start the task, and the last event reflects an ending to the task. This is a rule of thumb for tasks: they have a specific beginning and ending.

Continued on next page

Determining Training Content (cont'd)

Comment

You may not have listed the events of the performance exactly as Rodgers did. This is normal, as people interpret various actions differently. Remember, the intent of conducting the above procedure is to organize the upcoming training session into logical, job-relevant events. As long as students perform each major event and accomplish the required outcome, you're on the right track.

Identify Specific Information

Identifying specific information requires that you take one major event at a time, and list the physical actions (SKILLS) and decisions (KNOWLEDGE) required to accomplish that event.

Part of putting out a small fire is that a person have the skill to operate a CO2 fire extinguisher. This is a physical action, or skill, required to perform the task.

Another part of putting out a small fire is that the person be able to determine whether a CO2 is the appropriate extinguisher to use. This would be a decision, or knowledge, required to perform the task.

Again, concern here is that you keep mentally tuned to *actual* performance and not be sidetracked by what you think needs to be trained (i.e., you don't need to know the history of the fire extinguisher in order to use one).

Emphasis is placed on *every action and decision* for this procedure to ensure you don't forget any particular skill/knowledge. Chances are you won't train every skill/knowledge listed, as participants will already be able to do certain things, but you will have at least considered all the requirements to "get the job done."

Continued on next page

Determining Training Content (cont'd)

Example of Identifying Specific Information

Let's look at a partial listing of specific information Rodgers identified for one event.

Major Event = In case of crash (protect personnel from fire)

Knowledge:

- How to attack a fire:

    - With wind behind you
    - By moving downhill towards fire
    - By going towards the areas with the smallest fuel spill
    - By driving fire away from cockpit and cabin area

- How to determine which fire extinguisher to use
    -
    -

Skill:

- If using water or CO_2:

1- Direct parallel streams along either sides of helo to protect personnel inside from radiant heat.
2- Control fire by sweeping burning spills free from fuselage.

- If using foam:

1- Knock down and blanket fire in area with personnel.
2- Pave a pathway through the spill for rescue.
3- Extinguish fire and repair blanket, which may have been broken during rescue work.
4- Blanket unignited fuel as preventive measure.

Continued on next page

Determining Training Content (cont'd)

Summary

In this section, we have discussed how you can determine the content for your training session.

The procedures suggested were:

1- Identify the *objective* of the training.

Conducted to determine what participants should be able to do at the end of your training, thus establishing goals.

2- Identify the *importance* of the training.

Conducted to determine the value or benefits realized by having people able to perform the objective of the training.

3- Identify the *major events* of the performance.

A suggested way to sectionalize your session into logical, job-relevant units for ease of presenting and learning.

4- Identify *specific information* within the events.

Conducted to determine the actions (skill) performed and decisions (knowledge) required to accomplish each major event.

Continued on next page

Determining Training Content (cont'd)

Checklist

When determining the content of your training session, use the checklist below to ensure effectiveness.

I have written an objective statement(s) that identifies exactly what actions students will be able to perform, under what conditions, and to what standards, after my training session is complete.	
I have written a statement(s) that defines the value of this training as realized by: • the Coast Guard • this station • the participants of the session	
I have organized the outcome by listing major events that, when performed, provide for the accomplishment of the task.	
I have further broken down each event by listing what specific skills and knowledges are required to perform that event.	

Preparing for a Training Session

Introduction

For adults to learn, certain activities should take place during a training session. Preparing for a training session involves designing these activities and developing any required supporting material.

The activities discussed in this section are listed below. The order they are listed in is the sequence in which they should be conducted during the session:

- Present Value
- Present Objective
- Present Main Points
- Present Information
- Present Guidance
- Provide Practice
- Provide Feedback
- Assess Performance

Training Value

People will not learn if they cannot see value in the training.

When planning your training session, the first concern is how to inform participants the instruction they are about to receive is important and that they need to learn the skills addressed.

In determining the content of your session, you should have identified the *importance* in having people able to perform the task you are to train. It should be easy to draft value statements for the training session, based on this identified importance.

A specific technique for this requirement cannot be given in this text, as each training situation and topic will differ.

Continued on next page

Preparing for a Training Session (cont'd)

Training Value (cont'd)

You may choose a technique such as:

- Ask a value-based questions (e.g., "If you found your three-year-old floating face down in a pool and not breathing, could you perform proper emergency medical procedures?")
- Tell a relatively *short* story or case study (e.g., "Last month, a father in Los Angeles looked out a window of his home to see his three-year-old son floating face down in the pool. Rushing to the boy, the father found him unconscious and not breathing. The boy died before paramedics could arrive, because the father could not perform emergency medical procedures.")

Whatever you do, it must inform the participants of the importance of the upcoming instruction. Remember, *importance* was identified in the previous section.

NOTE: Refrain from shock treatments for attention getters, such as starting a defensive driving course with blood-and-guts pictures of people who weren't wearing seat belts. Shock normally turns people off to the upcoming instruction.

Example of Value Activity

Our old buddy, DC2 Rodgers, is planning his training session. As you remember, he identified the importance of having crewmembers able to properly perform helo landing party duties as "save lives. "He intends to start the training session by presenting the scenario below, followed by the questions listed.

"An HH-65 took you out to Goat Rock this morning, so you could work on the ATON gear. The helo is now bringing you back to the station and is just passing over the breakwall near the landing pad. Suddenly, you feel the helo jerk, you hear the engines stop and sense the seat fall away from beneath you. The next realization you have, is pressure on top of you and extreme heat."

> "What would you expect us, here at the station, to do for you?"
>
> "How soon would you like us to get this done?"

"Would you expect us to have learned and practiced these rescue procedures before the crash occurred?"

Continued on next page

Preparing for a Training Session (cont'd)

Present Objective

A competent instructor will inform participants of the specific goals or purpose of the training before entering the actual learning stages of the session.

This is accomplished by presenting the objective of the training. The objective should state the task the student will perform as a result of instruction, the conditions under which the task will be performed, and the standards required for successful performance.

Example of Objective

Petty Officer Rodgers is now at the point in his planning where he needs to draft his objective for the training session.

First, he looked at what he had identified as the training objective for his session: "Rescue helo crewmembers from a crashed aircraft."

As a result of this review, Rodgers plans to follow his value activity with the following statement:

"The purpose of this morning's training deals with rescuing crewmembers from a crashed helo."

Present Main Points

After explaining the objective, the next activity a competent instructor will perform is to provide an overview of the session.

This overview presents the session's main points and informs the students of what is "coming up." Presentation of main points is like showing the participants a road map of the session: they know where they are, where they are going, and how they are going to get there.

Main points are based on the *major events* of the performance you identified in the determination of content.

Continued on next page

Preparing for a Training Session (cont'd)

Example of Main Point Activity

Rodgers reviewed his analysis data, focusing on the major events a landing party would perform in its duties. As a reminder to you, these events are listed below.

1- Respond to pipe "Helo landing, now man your stations"

2- Man equipment and stand by

3- In case of crash

    a- Protect personnel from fire

    b- Control fire sufficiently to make rescue

    c- Get the people out

    d- Extinguish the fire

4- Secure upon command of supervisor

Translating these events into main points for his session, Rodgers plans to tell participants the following:

"During this morning's training, we will address:

- Landing party responsibilities,
- What equipment is used and how to prepare it,
- How to use this equipment in an actual crash situation, and
- How to secure a landing party."

Continued on next page

Presenting Information

The previous activities provide an opening to a training session. This activity, presenting the information, starts the actual learning stages for the training. The information discussed here relates to the physical skills and mental decisions that were identified when determining session content.

During unit training sessions, one of two methods (or a combination) is normally used to present this information. One is for the instructor to verbally present the information. The other method involves the participants obtaining the information from some form of text (handouts, tech manuals, COMDTINSTs, etc.) or from an electronic medium, such as videotape, audio tape, etc.

Note: We will hold off looking at an example of the informational activity, along with guidance, practice and feedback activities, until we discuss what they are. At that point, we will look at how DC2 Rodgers meshed these activities together in his lesson plan.

Providing Guidance

Having informed a group of people how to perform a task, a competent instructor will provide some method of linking that information to actual performance. This guidance should be something tangible for participants to see how the information just received applies to the performance. Methods used for this guidance may include:

- A demonstration
- An example
- An illustration

Continued on next page

Preparing for a Training Session (cont'd)

Giving Guidance (cont'd)

For example, having informed people how to jack-up a car, you would want to demonstrate the actual performance so they can see the procedures in action.

You, as the instructor, must decide when the participants have had enough information and are ready for some example, demonstration, illustration, etc.

The decision for providing learning guidance at certain points is based on many aspects. Two aspects of concern are:

- The previous knowledge and skill levels of the participants
- The complexity of the training topic

Providing Practice

You have probably heard the saying, "You learn by doing." When learning occurs in the proper context, this saying is exactly right.

Given information, a learner has to personally perform the procedures learned, apply the rule learned, etc., to mentally "lock" that information in place.

After having demonstrated how to jack-up a vehicle, you would want to have a students perform the task themselves. This allows the students to test new skills and apply any new knowledge learned during the information activity.

Continued on next page

Preparing for a Training Session (cont'd)

Providing Feedback

Most of us understand feedback. It consists of telling people how successful or unsuccessful they were in performing some task.

It is extremely important you provide positive feedback to a practice activity. Telling people they performed a task correctly builds confidence and further tightens the security of that information in the people's minds.

Equally important is to inform each person when the practice was unsuccessful. The intent, naturally, is to prevent the person from mentally "locking" improper performance.

In training situations, feedback works two ways. One is for the students to find how well they did during the practice, as discussed above. More important is the feedback the instructors receive from the students' practice. If students cannot apply the information to actual performance, the instructors have failed in their own performance.

The key point you need to remember is if a student cannot apply your training to actual performance, the tactic you initially used to present information and provide guidance did not work for that student. DO NOT use that tactic again!

For example, if a student was asked to read procedures in a tech manual and failed to apply those procedures properly in a practice situation, there is no sense in having the student return and read the manual again. It didn't work the first time! A good instructor will have a back-up tactic in mind for such situations, such as a verbal explanation of the procedures.

Continued on next page

Preparing for a Training Session (cont'd)

Example of Information, Guidance, Practice, and Feedback Activities

DC2 Rodgers is ready to blueprint the actual training portion of his session. Reviewing his analysis data, he drafts a *lesson plan* that will prompt him to certain activities at certain times during the actual training session. The following page illustrates a portion of this lesson plan.

NOTE: Data in bold print reveals the information Rodgers identified during the content determination process. It is provided here for you to see how Rodgers transferred this information into training activities.

Also note, at this point of Rodgers's session, he plans to be outside at the actual landing pad with the participants.

Part of Rodgers's Lesson Plan

How to attack a fire:

- With wind behind you
- By moving downhill towards fire
- By going towards areas with the smallest fuel spill
- By driving fire away from cockpit and cabin area

INFORMATION:

When attacking an actual fire:
1 - Approach with wind to your back
2 - Move down hill towards fire
3 - Move towards smallest fuel spill areas
4 - Fight fire away from cockpit and cabin areas of helo

GUIDANCE:

Position station pickup parked on helo pad to simulate helo. Place a 55-gallon drum full of water on tail gate with petcock open to simulate fuel spill. Walk participants through attack procedures.

Continued on next page

Preparing for a Training Session (cont'd)

If using water or CO_2:

1- Direct parallel streams along either sides of helo to protect personnel inside from radiant heat.

2- Control fire by sweeping burning spills free from fuselage.

INFORMATION:

When using CO2 or water to attack fire:

1- Direct parallel streams along either sides of helo to protect personnel inside from radiant heat.

2- Control fire by sweeping burning spills free from fuselage.

GUIDANCE:

Demonstrate motion used to *sweep*.

PRACTICE:

Have participants team up as landing party members. Place someone in pickup (pretending to be unconscious). Have team approach truck as crashed helo on fire.

FEEDBACK:

Point out good performance on particular procedures by both the team and individuals.

For poor performance of the whole team, re-schedule training using videotape "Aircraft Fires" borrowed from District.

For poor performance of individuals, work one-on-one after session is completed.

Continued on next page

Preparing for a Training Session (cont'd)

Assessing Performance

It will be assumed that your training session provided people with skills to perform either tasks required to meet the missions of the Coast Guard or needs of the unit, or to benefit individuals. You, as an instructor, must make a determination at the end of your session that participants can, in fact, perform these tasks. There are three strategies you can use to make this assessment:

- Procedure Strategy
- Product Strategy
- Combination

Procedure Strategy

Planning to use a procedure strategy is applicable if you are concerned about the *steps* of the procedure. Such concern is appropriate if you want to ensure participants can:

- Correctly use tools and equipment
- Complete the task within a specified time
- Apply and adhere to health and safety rules connected to the performance of the task.

To plan for this strategy, you would probably construct a checklist that you can use as an individual or group performs the task.

Product Strategy

Planning to use a product strategy is applicable if you are only concerned about the *end result* or *outcome* of the performance. This strategy is appropriate when:

- The result of the performance is more critical than the procedure used
- Several possible, but equally acceptable, procedures may be used
- The procedure is difficult to observe

To plan for this strategy, you would probably construct a checklist that you can use to compare the product to specific criteria.

Continued on next page

Preparing for a Training Session (cont'd)

Example of Assessing Performance

DC2 Rodgers wants to ensure the participants of his training session can conduct the procedures required to extricate helo crewmembers. He obviously can't have them perform the procedures on an actual crashed helo that is on fire. The best he can do is to simulate the task and observe how the members act as a team.

To ensure he covered everything, he constructed the checklist below:

CONCERN	**YES**	**NO**
Did each member properly assume responsibilities?	______	______
If NO, who and what? ________________________ ____ ____		
Did each member properly man equipment?	______	______
If NO, who and what? ________________________ ____ ____		
Did team approach simulated crash:		
• From downhill towards fire	______	______
• With wind to back	______	______
• Towards smallest fuel spill areas	______	______
• While driving fire away from cockpit/cabin	______	______
Did team properly secure?	______	______
If NO, who and what? ________________________ ____ ____		

Preparing for a Training Session (cont'd)

Summary

In this section, we have discussed how to plan and document your training session.

The section suggested formatting your training session by using the following activities:

Value - Based on the *importance* identified in content determination.

Objective - Based on the *training outcome* identified in content determination.

Main Points - Based on the *major events* indentified in content determination.

Guidance - How to illustrate, demonstrate, provide examples, etc. to *support learning* of specific information.

Practice - How to provide the participants with an opportunity to use the specific information.

Feedback - How to inform the participants of successful or unsuccessful performance during the practice and establish a back-up method of presenting information.

Assessing Performance - How to determine whether the participants can perform the actual job requirements. Conducted by focusing on procedures, products, or a combination of both.

Continued on next page

Preparing for a Training Session (cont'd)

Checklist

When planning your training session, use the checklist below to ensure your effectiveness.

I have documented in my lesson plan how I will inform the participants of the value of the training.	
I have documented in my lesson plan the objective of the training.	
I have documented in my lesson plan the main points of the training.	
I have documented in my lesson plan how the specific information will be presented.	
I have documented in my lesson plan how to illustrate, demonstrate, show examples, etc. to support learning of certain sections of information.	
I have documented in my lesson plan how to provide practice exercises for the participants.	
I have documented in my lesson plan back-up tactics to present information, should the initial tactic fail.	
I have documented in my lesson plan how to assess the performance and capabilities of participants.	

Presenting a Training Session

Introduction

Unit training normally consists of the presenter lecturing to the participants. Due to the limited time most people at field units have, this is the easiest method to prepare for and present. Unfortunately, this is the least effective method for people to learn by. People need to be active and involved for your training session to be effective.

You learned effective speaking in Chapter 4, Section C of this course. To enhance your instruction, we will discuss the value and use of questioning techniques in the portion of the text.

Purpose of Questions

Basically, there are four reasons for asking questions during the course of instruction. They are:

- Motivate participants by gaining their interest and attention
- Promote mental activity
- Involve participants as partners in the learning process
- Obtain feedback on the participants' ability to recall, understand, and apply what they have learned.

Framing of Questions

A good question should be carefully worded or framed. Particular attention should be paid to the fact that questions are:

- **Simply Worded -** Questions should be simple so the participants can understand them.

- **Well-Defined -** Questions should be crystal clear. Each question should contain only one problem, for which only one response is required.

- **Reasonable -** If the answer is outside the limits of the participants' skill or knowledge capability, the question is unfair.

- **Relevant -** Questions should be relevant to the matter being discussed.

- **Demanding -** Questions should be thought-provoking. They should be challenging to the participants.

Continued on next page

Presenting a Training Session (cont'd)

Avoid Trick Questions

Trick questions serve only to show off the knowledge and skill of the instructor. They are designed to make a fool of participants, which in turn dissolves the instructor's credibility.

Classes of Questions

Questions can be placed into two classes:

- Overhead
- Directed

Overhead Questions

Overhead questions are asked of a group as a whole. The response can be provided by anyone in the group.

- Advantages of overhead questions are:

  - Encourage group discussion
  - Challenge the group as a whole
  - Avoid putting someone on the spot
  - Offer a range of responses

- Disadvantages of overhead questions are:

  - Make for noisy classes
  - Can be difficult to control
  - Favor the talkative participant

Continued on next page

Presenting a Training Session (cont'd)

Directed Questions

Directed questions are asked of individual participants. Only the person named can answer the question.

- Advantages of directed questions are:

  - Make for easy group management
  - Used to prompt quiet participants
  - Used to distribute discussion around the group
  - Instructor can draw on everyone's knowledge and skill

- Disadvantages of directed questions are:

  - Can limit group involvement
  - Participants can perceive "instructor dictatorship"
  - Individual embarrassment

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How to Ask Questions

Use of questions will enhance your training session if you follow the guidelines below:

1- Address the question to the group.

Don't look at any participant in particular. Get everyone thinking. This insures that they all prepare themselves for giving a response, if asked.

2- Allow a reasonable amount of time to elapse.

The hardest thing for instructors to overcome when using questioning techniques is the reflective desire to answer their own question. With energy flowing, a few seconds seems like hours to the instructor. The intent is for the participants to think; give them time to do so.

3- Call on a specific participant.

Discourage participants who have not been named from answering. Avoid group answering. Avoid always asking the same participants. Direct difficult questions to more capable participants, and easy ones to the less able.

4- Establish and maintain eye contact with the participant providing the response.

This encourages the person to give fuller information.

5- Deal with the participant's response.

Responses from weak participants can be improved by prompting. If the response is inadequate, ask for further clarification. Possibly rephrase the question to help the person.When the proper response is given, acknowledge it as correct and repeat it.

Continued on next page

Presenting a Training Session (cont'd)

Summary

In this section you have learned how to increase the effectiveness of your session presentation by using questioning techniques.

Specifically, you learned to frame questions by:

- Using simple wording
- Having them well defined
- Keeping them reasonable
- Keeping them relevant to the subject matter
- Making them demanding (thought-provoking)

You also learned that you should avoid:

- Trick questions

Along with these considerations, you learned two classes of questions:

- Overhead
- Directed

Finally, guidelines were offered on how to use questions. These guidelines included:

1 - Addressing the question to the group as a whole.
2 - Allowing a reasonable amount of time to elapse.
3 - Calling on a specific participant for the response.
4 - Establishing and maintaining eye contact while the response is given.
5 - Dealing with the response.

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Section F
Media and Instructional Aids

Introduction

This section is designed to teach you the meanings and applications of media for various types of presentations. This section does NOT have to be memorized. It has been included to help you in future presentations.

Definitions Medium, Media

Definition	Examples
Medium; Media (plural): refers to anything that carries information between a source and a receiver. In this section, media is used in a general sense of a means of communication.	• Projected visuals • Printed material • Audio • Film • Television • Recordings • Photographs

Format

Definition	Examples
Format: The physical form in which a medium is incorporated and displayed.	• Film: 35mm,16mm, and 8mm format. • Cassette tape: audio format. • Print: verbal format

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Media Definitions (cont'd)

Material

Definition	Example
Material: An item of a medium format: In the plural, a collection of items of a medium format or of several media formats, often used in a general sense.	• Instructional material is available from many sources.

Learning

Definition	Examples
Learning: a general term for a relatively lasting change in performance caused directly by experience.	• Formal classroom education and training. • On - the - job training. • Trainee's demonstration.

Instruction

Definition	Examples
Instruction: Deliberate arrangement of experience(s) to help a learner achieve a desirable change in performance. The management of learning, which in education and training is primarily the function of the instructor.	• CPO Academy • Military training schools • Technical schools • College

Types of Media

Introduction

The types of media you use to present your material is up to you. Balancing your media keeps people interested and enables you to get your point across.

Advantages and Disadvantages

Media Aids	Advantages	Limitations
Chalkboard or audience. Magna Slick Board retrieved.	•Promotes audience participation. •Write audience answers, comments and suggestions during class. •Use with other media. •Erase and reuse. May use assorted colors.	• Instructor turns away from • Material erased cannot be

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Types of Media (cont'd)

Media Aids	Advantages	Limitations
Easel Charts	• Promotes audience participation. •.Write trainees' answers, comments and suggestions during class. • Use with other Media. • Erasing not necessary. • Hard copy for review and reuse	• Writing space limited. • Cannot be erased • Instructor turns away from class
Slide projector	• Colorful, realistic reproductions. • Easily handled and stored. • Arrangeable. • Can be combined with tape narrative for greater effectiveness.	• Slides may need to be purchased or produced. • Slides may get out order.
Filmstrips	• Can be combined With tape narrative for greater effectiveness.	• Permanent sequence cannot be rearranged.

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Types of Media (cont'd)

Media Aids	Advantages	Limitations
Overhead projector	• Can present information in systematic, developmental sequence. • Simple to operate • Project a variety of material. • Presentation controlled by the instructor.	• Transparencies are easily damaged or destroyed
Video tapes	• Permits normally unavailable material to be presented. • Playback capability of video permits review • Easily handled and stored • Can be combined with narrative for greater effectiveness. • Sequence can be rearranged.	• Production cost could be high.

Continued on next page

Types of Media (cont'd)

Media Aids	Advantages	Limitations
Motion Pictures	Useful in: • Describing motion • Showing relationships. •Providing dramatic impact.	• Production cost • high • Films become obsolete. • Expensive to buy
Handouts	• Additional information not readily attainable elsewhere. • Up-to-date information. •Useful for material too lengthy or complex to copy • Takes on role of supplementary manual, visual aids or amendments to procedures.	• Time-consuming to produce. • Reproduction equipment not available

Lettering

Introduction

Words that are incorporated into your visual aids should be integrated into the arrangement so as to create a unified whole, contributing to graphic harmony. The style of lettering should be consistent throughout and should harmonize with the "feel" of the display as a whole.

Types of Lettering

Lettering	Rule
Style hand	• The Gothic or Roman le
Legibility	• Use lowercase headlines may be
Size high for each	• The size of the lettering ei Example: 32 foot room

Continued on next page

Lettering (cont'd)

Spacing

Lettering	Rule
Spacing strange	• When spacing letters, it ar

Vertical Spacing

Lettering	Rule
Vertical Spacing spacing	• If the lines are too close, sh

Comment

The same rules hold true for all charts, posters, handouts, chalkboards, magna slick boards and transparencies.

Continued on next page

Lettering (cont'd)

Gothic-Roman Letters

These are the letter styles used for lettering.

Gothic--Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Roman--Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Layout

HEADING

- Listing of information
-
-
-

- Writing statements of policy or regulation
    - listing key points
    -
    -
- Always prepare your presentation so it is pleasing to the eye.

- Underline or double underline the key point(s)

Colors

Use of Colors

The use of different colors in a presentation can help heighten the realism of an image by depicting its real color. Colors also:

- Point out similarities and differences, and highlight important clues.
- Create a particular response (color stimulation).

Colors for Headings and Text

Color	Rule
Black	• For heading. • For content.
Red	• For main point or underlining.

Hot and Cool Colors

Color	Rule
Red and orange	• These are "hot" colors -- information leap out at the receiver.
Blue, green, and violet	• Perceived as cool colors. These colors seem to recede from us.

Continued on next page

Colors (cont'd)

Colors that Stimulate Taste, and Smell

Color	Rule
Blue	• Has a sweet "taste."
Orange	• Is edible.
Pink, lavender, yellow, green	• "Smell" best.

Colors That Evoke Images

Color	Rule
Dark red and brown	Evoke masculine images of earth, wood, and leather

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Summary

Tailor your media to your audience. It takes balance to keep your audience active in your presentation.

The use of colors helps to make your point, but don't overuse them.

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